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ABSTRACT

These curriculum materials represent a child care unit in a home management program which is concerned with consumer and family studies. The curriculum unit is designed to help young adolescents work successfully with small children. A career focus, that of baby sitter or child caregiver, forms the unit's conceptual framework. This publication contains course objectives, content analysis, supporting objectives, and generalizations. The objectives are coded as to major emphases: consumer education (C), cultural awareness (CA), human potential (HP), and career education (CE). The content analysis focuses on nine major areas: caring for young children; business responsibilities when caring for young children; growth and development of children through play, selection, and use of play materials; children's routines; safety with young children; caring for children with special needs; developing self understanding; and child care careers. Suggested time sequences are provided for each area. The remainder, and major portion, of the materials are devoted to course objectives and content generalizations. For example, the first objective is to project values that could result from caring for children (HP and CE emphases), and the related first content generalization states that when teenagers are skillful in caring for children, the children, the children's parents, and the teenagers benefit from the experience. (CSS)

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HOME MANAGEMENT 7

CHILD CARE UNIT

Course Objectives, Content Analysis

Supporting Objectives and Content Generalizations

Home Management
Clothing Construction
Child Care

The Home Management and Clothing Construction units were published in 1973 - Teaching-Learning Sequences in Clothing & Textiles, Grades 7-12, Stock #41-C-5421

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March 1978

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PREFACE

Curriculum material in this publication represents a further step in the ongoing process of curriculum development in the Consumer and Family Studies program of the San Diego Unified School District.

Curriculum development undertaken by the district in the early 1970's focused on meeting the demands of Part F, Consumer and Homemaking Education section of the Vocational Education Amendments of 1968. Curricula were designed by teachers to add a consumer focus to courses with special consideration given to the contributions of ethnic groups and to economically depressed areas. Students, parents, administrators and consumer-homemaking advisory committees contributed suggestions and evaluations during the development and use stage of curricula in clothing and textiles, foods and nutrition, child development, consumer education, family studies and housing.

Emerging student and societal concerns plus new program priorities from the 1976 Vocational Education Act provided impetus for revision of these curriculum materials.

Subpart 5 of the 1976 Vocational Education Act defines consumer and homemaking education as an instructional program designed to prepare individuals for the occupation of homemaking and to meet the challenges of daily living. The total program encompasses consumer education, foods and nutrition, family relationships and parenthood education, child development and guidance, housing and home management (including resource management) and clothing and textiles.

Home Management 7 begins the sequence of course offerings in three areas of Consumer and Family Studies - management and decision making, child development and clothing and textiles. Curriculum material for the child development

section was developed by Susan Erickson, Child Development Instructor at Mission Bay High School, during the fall of 1977.

"Child Care" a curriculum segment from Home Management 7, concentrates on helping the young adolescent work successfully with small children. A career focus theme - that of baby sitter or child caregiver forms the conceptual framework for the segment. Objectives are directed toward the responsibilities of the caregiver in providing play activities and routine care that contribute to the physical, intellectual, emotional and social growth of children, primarily from ages two to five.

Objectives, in addition to addressing career and work concerns, were designed to help students examine sex role stereotyping, cultural awareness and contributions and special concerns of the handicapped child. The curriculum material from the Bureau of Homemaking Education, California State Department of Education, Curriculum Design for Consumer Education and Maximizing Human Potential plus the guidelines for Subpart 5 served as references for the curriculum project.

The format of the Family Studies curriculum material differs somewhat from previous district publications in Consumer and Family Studies. To facilitate use by teachers and students in planning, managing and interpreting the course, the traditional teaching-learning sequence publication has been divided into two parts. This publication--Course Objectives, Content Analysis, Supporting Objectives and Generalizations--represents the first part of the total curriculum revision. The publication includes the major course objectives, a content analysis detailing the subject matter inherent in these objectives, and selected supporting objectives and content generalizations developed from the analysis of the course objectives/content.

The objectives are coded to the major emphases of the Consumer and Family Studies program in the district -- Consumer Education [C], Cultural awareness [CA], Human potential (including sex stereotyping and bias emphasis [HP] and Career Education [CE]. A grid is included to summarize and show quickly how each course objective relates to these four emphases.

The second state of the revision will incorporate the objectives and generalizations with new and revised teaching strategies and support material for the learning experience section of the Teaching-Learning Sequence in Home Management 7. Evaluation items and FHA/HERO suggested activities will also be added.

Teachers are encouraged to use the new publication with existing curriculum materials available for child development at the Junior High School level- Guide for Teaching Child Care, 1975 and Exploration of Consumer - Homemaking Career, 1975. Teachers may also request additional learning experiences from the Computer Retrieval System.

Project Advisors

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HOME MANAGEMENT 7: CHILD CARE

RATIONALE

Research indicates many Junior High age students are often made responsible for young children in some way -- caring for younger brothers and sisters or for children of neighbors. This section of Home Management 7 is designed to help these students become knowledgable child caregivers.

There are other reasons for placing a child care section in a 7th grade beginning course in Consumer and Family Studies. It establishes early that home economics is concerned with families and the development of individuals within them. An understanding of children's growth and development and their personal interactions can lead to a greater understanding of one's own interaction with others. Examining the socialization process of children can help the young adolescent see examples of sex and cultural stereotyping and begin to take steps to eliminate these from his/her behavior.

A major goal of the child care unit is to help the student examine how children develop and relate developmental principles to self understanding and future growth.

COURSE DESCRIPTION:

This one-semester beginning clothing course prepares students to make decisions as consumers and producers of clothing and related services; to manage resources to obtain maximal satisfaction in relations to values and goals; to explore aspects of child care.

COURSE OBJECTIVES

A predetermined number of students will demonstrate ability to:

1. Identify the special skills and knowledge needed in caring for infants and young children in a baby sitting situation.
2. Describe the obligations of the parent-employer and the baby sitter-employee in providing a positive work and child care environment.
3. Plan play activities which promote physical, emotional, intellectual and social development of young children.
4. Describe features consumers should consider when selecting or making play materials.
5. Provide for routine physical needs of young children.
6. Describe procedures for preventing and treating common home accidents that might happen to children.
7. Identify characteristics of exceptional children and describe how caregivers can help them develop to their potential.
8. Relate how understanding children can help in interpreting adult behavior and the behavior of others.
9. Identify types of child care related jobs and ways to locate and maintain them.

COURSE GOALS

Achievement of the objectives will help students:

1. Accept, enjoy and be interested in children.
2. Develop respect for children as persons with individual needs.
3. Understand the responsibilities involved in caring for and rearing children.
4. Develop an understanding of children helpful to future personal and professional roles.
5. Better understand themselves through a knowledge of how children grow and develop.
6. Develop positive attitudes toward work.

HOME MANAGEMENT 7: CHILD CARE

CONTENT ANALYSIS

1.0 Caring for young children

- 1.1 Value to Teenagers
  - 1.11 Self understanding
  - 1.12 Future use
- 1.2 Skills need to care for children
  - 1.21 Play
  - 1.22 Routines
  - 1.23 Safety
  - 1.24 Affection

2.0 Business responsibilities when caring for young children

- 2.1 Employer (parents) - employee (baby sitter) communications
  - 2.11 Instructions
  - 2.12 Orientation
    - 2.121 To children
    - 2.122 To home
- 2.2 Obligations of employer (parents)
  - 2.21 Time
  - 2.22 Safety of baby sitter
  - 2.23 Pay
- 2.3 Obligations of employee (baby sitter)
  - 2.31 Work attitudes
  - 2.32 Confidentiality

3.0 Growth and development of children through play

- 3.1 Types of growth and development
  - 3.11 Physical
  - 3.12 Intellectual
  - 3.13 Emotional
  - 3.14 Social
- 3.2 Physical development
  - 3.21 Normal sequence
  - 3.22 Cultural influences
  - 3.23 Play activities to promote physical development
- 3.3 Intellectual Development
  - 3.31 Types
    - 3.331 Perception
    - 3.332 Language
    - 3.333 Reasoning
    - 3.334 Creativity
  - 3.32 Play activities to promote intellectual development

3.4 Social development
- 3.41 Meaning of social learning
- 3.42 Ways children learn social behavior
- 3.43 Sexual stereotyping
- 3.44 Play activities that promote social development
- 3.45 Discipline
- 3.46 Abused children

3.5 Emotional development
- 3.51 Meaning of emotional development
- 3.52 Triggers of emotional responses
- 3.53 Ways of coping with emotional situations
- 3.54 Play activities that support emotional development

4.0 Selection and use of play materials

4.1 Value of play materials

4.2 Selection of materials
- 4.21 Age - development stage
- 4.22 Safety
- 4.23 Creative use
- 4.24 Free from sex role stereotyping

4.3 Creating play materials

5.0 Children's Routines

5.1 Caring for infant
- 5.11 Bathing
- 5.12 Diapering
- 5.13 Dressing
- 5.14 Holding

5.2 Eating habits of preschool age children
- 5.21 Adequate diet
- 5.22 Forms and amounts
- 5.23 Helping at mealtime

5.3 Cleanliness routines
- 5.31 Bath
- 5.32 Brushing teeth

5.4 Sleeping habits

5.5 Dressing routines
- 5.51 Selecting clothes
- 5.52 Developing independence

6.0 Safety with young children

6.1 Dealing with home hazards

6.2 Accidents
- 6.21 Poisoning
- 6.22 Falls
- 6.23 Cuts
- 6.24 Burns
- 6.25 Choking

7.0 Caring for children with special needs

7.1 Types of special needs

7.2 Support systems

8.0 Developing self understanding through working with young children

8.1 Patterns of development

8.2 Mature and immature behavior

9.0 Child Care Careers

9.1 Career cluster in child development
- 9.11 Types of occupations and professions
- 9.12 Education and training needed
- 9.13 Personal characteristics needed
- 9.14 Rewards

9.2 Sources of training/education
- 9.21 Local programs
- 9.22 Volunteer work

9.3 Locating and keeping a job
- 9.31 Finding baby sitting/child caregiver jobs
  - 9.311 Sources of employment information
  - 9.312 Letters of application
  - 9.313 Interviews
- 9.32 Interpersonal relationships/work attitudes

HOME MANAGEMENT 7: CHILD CARE

Suggested Time Sequence: 6 weeks unit.

1.0	Caring for Young Children	4 days
2.0	Business Responsibilities When Caring for Children	4 days
3.0	Growth and Development of Children Through Play	8 days
4.0	Selection and Uses of Play Materials	5 days
5.0	Children's Routines	4 days
6.0	Safety With Young Children	4 days
7.0	Caring for Children With Special Needs	2 days
8.0	Developing Self-Understanding Through Working With Children	3 days
9.0	Child Care Careers	4 days

6 weeks = 30 days

RELATIONSHIP BETWEEN OBJECTIVES AND DISTRICT/STATE EMPHASES

Home Management 7

Child Care

Topical Outline of Course Objectives

	CONSUMER EMPHASIS															HUMAN POTENTIAL												CAREER CULTURAL	
	Consumer			Marketplace					Community							Self and Others			Tradition & Change					Interdependence Independence			Future			
	Life Styles	Resources	Decision	Earning	Spending	Saving	Borrowing	Buying	Economy	Community Services	Rights and Protection	Law and Protection	Environment	Media	Behavior	Interpersonal Skills	Group Behavior	Change	Family	Roles	Dating and Mate Selection	Life Cycle	Life Span Issues	Stress	Support Systems	Future	Parenthood	Career	Cultural Awareness
1.0 Caring for Young Children				x																						x	x	x	
2.0 Business Responsibilities When Caring for Children				X											X	X			X									X	X	
3.0 Growth and Development of Children Through Play		X												X	X	X	X		X	X			X					X	X	X
4.0 Selection and Use of Play Materials		X						X		X				X							X								X	
5.0 Children's Routines								X							X	X			X								X	X	X	
6.0 Safety with Young Children										X									X					X				X	X	
7.0 Caring for Children with Special Needs										X					X									X					X	
8.0 Developing Self Understanding Through Working with Children															X	X				X							X			X
9.0 Child Care Careers	X			X						X					X	X				X							X		X	

HOME MANAGEMENT 7: CHILD CARE

COURSE OBJECTIVES, SELECTED SUPPORTING OBJECTIVES AND CONTENT GENERALIZATIONS

1.0 Identify the special skills and knowledge needed in caring for infants and young children in a baby sitting situation.

OBJECTIVES	CONTENT GENERALIZATIONS
1.1 Project values that could result from caring for children. [HP, CE]	When teenagers are skillful in caring for children with whom they are associated, the children, the children's parents and the teenagers benefit from the experience. Experience in caring for children can provide opportunity to develop self-understanding. Experiences in caring for young children can provide valuable background for future family or occupational roles.
1.2 Describe skills needed to be a good baby sitter/ child caregiver. [HP, CE]	When child caregivers understand how children grow through play and routines, they can influence the child's growth and development. A baby sitter/child caregiver needs to be skillful in providing suitable play activities, managing routines, maintaining a safe environment and providing affection for children.

2.0 Describe the obligations of the parent-employer and the baby sitter-employee in providing a positive work and child care environment.

OBJECTIVES	CONTENT GENERALIZATIONS
2.1 Describe action parents should take to orient a new baby sitter to their home and family. [HP, CE]	Clear instructions from the employer (parents) are essential for the employee (baby sitter) to work effectively: - expectations from baby sitter - children's schedule and routines - parent's location - emergency procedures When employers (parents) orient the employee (baby sitter) to their home and introduce him/her to the children, a more successful experience can be provided by the baby sitter.
2.2 Explain obligations parent-employer has to the baby sitter-employee. [CE]	When parent-employers uphold their obligations to return at specified time, pay promptly and provide for safety of baby sitter, the working situation is more likely to be a positive one.
2.3 Interpret personal and work characteristics parent-employers look for in a baby sitter. [CE]	Positive work attitudes aid the baby sitter in locating and maintaining child care jobs. - trustworthy - adaptable - businesslike - child care skills
Explain the reasons for observing confidentiality among employers and their children. [CE]	Baby sitter-employees have a responsibility to the parents ro respect their privacy and property.

3.0 Plan play activities which promote physical, emotional, intellectual and social development of young children.

OBJECTIVES	CONTENT GENERALIZATIONS
3.1 Describe basic types of growth preschool age children need to experience. [HP]	The growth and development of children is physical, intellectual, social and emotional - Physical: changes in body structure and ability to manipulate body. - Intellectual: gains in ability to interpret or understand people and situations and to profit by experience in dealing with them. - Emotional: progresses in expression of feeling and attitudes. - Social: increases in ability to perform the behaviors expected by society.
Locate examples of differing rates of growth among children. [HP]	While development of a child occurs in a sequence common to all children, each child develops at his/her own rate and in a unique pattern.
3.2 List activities of a child which show physical growth and development. [HP]	The physical growth and development of a young child goes through phases related to changes in body structure and ability to manipulate the body.
Describe physical activities that normally could be expected of children between the ages 2-5. [HP]	Because children tend to reach particular stages of physical growth and development by certain ages, age characteristics reveal a pattern and are fairly reliable predictors of the sequence of physical development of any child.
Describe how cultural and environmental influences may affect a child's physical development. [HP, CA]	The culture influences the development of motor akills through the opportunities and encouragement it provides.
State examples of children substituting physical skills for intellectual, emotional and social skills they have not yet mastered. [HP]	Young children tend to substitute physical skills for intellectual, emotional and social skills they do not yet have the maturity to perform. - uses action rather than reason - uses gestures as substitutes for words - uses motor activity to show emotion and to gain social assurance.

OBJECTIVES	CONTENT GENERALIZATIONS
3.2 Plan activities and play materials that contribute to physical development of children of various ages. [HP]	When play activities are appropriate for the child's stage of physical development, they can have a positive growth effect.
3.3 Define meaning of intellectual development. [HP]	Development of ability in perception, language, reasoning and creativity are aspects of children's intellectual growth.
List common household items that could teach sensory perception. [HP]	Perceptual development relates to children's ability to obtain meaning from sensory experience - form - color - size - position and distance - quantity and numbers - picture content
Write and illustrate a short story suitable for a child of a specified age. [HP, CE]	Language development is the increasing ability of children to use words.
Compare reasoning ability of a young child with an older child. [HP]	Development of reasoning power in children's growth is applying what they know to the solution of problems.
Suggest a creative activity for a young child. [HP, CE, C]	Creativity is the capacity of individual to produce compositions, products or ideas which are new to them.
3.4 Locate pictures that illustrate social learning by children. [HP]	Socialization is the process by which the individuals learn the behavior required by their culture. - Home - Neighborhood - Caregiver Social learning in most cultures includes developing a self image, selective independence, control of agression, sex role, and interaction skills.

OBJECTIVES	CONTENT GENERALIZATIONS
3.4 Summarize ways children learn social behavior. [HP]	Children can learn social behavior by: - copying behavior of person they are attached to - having acceptable responses rewarded; unacceptable one not reinforced - being shown or explained what to do
Explain socialization procedures that could lead to sex role stereotyping. [HP]	Appropriate behaviors vary from one historical period to another and among cultures. Feminine and masculine behavior can be stereotyped early in a child's development.
Locate examples of sex role stereotyping in children's television shows. [HP]	Mass media can influence sex role development in children's television.
Describe how the various types of play promote social development. [HP]	A preschool child can learn socially acceptable behavior through various types of play. - solitary: child acts as if another child does not exist. - parallel: children go about their activities side by side with apparent satisfaction in the other's nearness. - cooperative: Children cooperate actively with one another in an exchange of ideas and action. - dramatic: imitation of everyday themes.
Identify action a baby sitter could take to promote social development. [HP]	Caregivers can contribute to the learning of social behavior by: - providing materials to stimulate social interaction - giving approval for acceptable behavior - encouraging children to develop skills and interests which contribute to social interaction - suggesting socially acceptable approaches - interpreting one child's behavior to another to aid in development of social sensitivity.

OBJECTIVES	CONTENT GENERALIZATIONS
3.4 Explain advantages and disadvantages of three types of discipline: physical, natural consequence and reasoning. [HP]	Discipline shows children what is expected of them in their social environment. - Discipline should be directed toward increasing self discipline by the child. - Physical discipline tends to orient the child away from reality and increase dependence upon adult affection and attention. - Allowing the child to experience the consequences of acts in a real learning situation with a minimum of adult interference and punishment tends to make a child better able to face reality, less dependent on adults and more sociable. - Reasoning with a child and explaining the consequences of an act helps the child to realize the relationships between actions and results and to accept responsibility for them.
Describe effects types of discipline can have on children. [HP]	The quality of discipline is related to child's resulting self concept and feelings about others. - Punitive and inconsistent discipline can arouse resentment, hostility, anxiety and prejudiced attitudes. - Less emotional and consistent discipline tends to enable a child to relate past and present experiences and to trust those who apply the discipline. - Permissive discipline may be interpreted by the child as lack of concern.
Compare ways children are disciplined in various cultures. [HP,CA]	Children have great capacity to deal with the kinds of discipline acceptable to their culture.
Describe how inappropriate discipline can lead to abused children. [HP]	Inability to understand and cope with children and innapropriate use of physical discipline can lead to child abuse.

OBJECTIVES	CONTENT GENERALIZATIONS
3.5 State examples of emotions seen expressed by children which show differentiation in the two to five age range. [HP]	Emotional development involves children's increasing differentiation of feelings and learning to control and use them.
Project incidents that illustrate an emotional trigger and the emotion resulting. [HP]	Young children's emotional reactions are triggered by situations and events. - Anger is most frequently triggered by some kind of blocking or frustration of a child's motive. - Fear can be triggered by strange persons, and situations in early months, by environmental and imaginary creatures and conditions as the child becomes more aware. - Anxiety represents a response to pressures and vague, undefined threats. - Feelings of failure result when the child attempts tasks that are impossible or beyond maturity level - Jealousy is triggered by the threat of loss of affection from a loved person. - Joy and happiness tend to result from overall satisfaction. - Love and affection tend to be shown toward people and things when the child experiences pleasure and security.
Suggest ways children showing various emotional behaviors could be helped through play activities. [HP]	When caregivers use play situations to help children understand their physical surroundings, their growing relationships with others and the feelings they experience, they can contribute to the emotional development of children. (example: using dramatic play to overcome fear of an experience)

4.0 Describe features consumers should consider when selecting or making play materials.

OBJECTIVES	CONTENT GENERALIZATIONS
4.1 Describe the value of play and play materials in the life of a child. [HP]	Toys, play materials and play environments are children's first tools for exploring, communicating and learning about themselves and others. Toys, play equipment and facilities contribute to well being of child when they are appropriate to child's development.
Identify features to look for when selecting toys and play materials for children ages 2-5. [C]	Safety, durability and creative use are features to consider when selecting play equipment.
Examine selected children's toys for safety. [C]	The Consumer Product Safety Commission tests toys under the provision of the "Child Protection and Toy Safety Act."
Examine children's books, games and toys for examples of sex role stereotyping. [C, HP]	When play materials are free from sex role stereotyping features they allow more freedom in developing the child's potential. - games - books - toys
Create a play material for a young child of specified age from available resources. [C]	Many play materials can be constructed from available materials at low cost.
Identify community resources that contribute to a child's play environment. [C]	Use of community resources extends the child's play and learning environment.

5.0 Provide for routine physical needs of young children.

OBJECTIVES	CONTENT GENERALIZATIONS
5.1 Demonstrate procedures for insuring comfort of a baby while bathing, diapering, clothing and holding. [HP]	Because early infancy is the period when the child is most dependent upon others for satisfying needs, caregivers have numerous responsibilities to fulfill.
5.2 Plan a meal and snacks suitable for young children of specified ages. [HP, C]	When children are served foods which are adequate for their nutritional needs, their health and well being are protected. Children accept food more readily when it is served in a form and amount they can handle themselves and is mildy flavored and lightly seasoned.
Explain ways to make mealtime a pleasant experience for children and adults helping them. [HP]	When mealtime occurs at a regular time, a young child will accept and adjust to it. When expectations of cleanliness and skill in eating are related to a child's motor development, they are encouraged to develop socially in their eating habits. - 2 year olds - need assistance - 3 year olds - gaining skill in handling utensils, needs help in cleaning up before eating. - 4 - 5 year olds - can independently clean up, handles spoon easily, can drink without spilling.
5.3 Describe ways to help children with basic cleanliness routines. [HP]	Established routines aid in fostering initiative and pride in cleanliness. Supervision of brushing teeth usually results in the proper cleansing of all teeth. Bathing is important to the health and well being of a child, assembling clothes and supplies, making bathtime a happy time, coping with dawdling.

OBJECTIVES	CONTENT GENERALIZATIONS
5.4 Suggests ways to help young children go to bed willingly. [HP]	Rest and sleep routines which provide for adequate daytime and nighttime rest are necessary for a child's well being. When activities are used routinely to give a child notice of approaching bedtime, he/she may go to bed more easily.
5.5 Describe ways to assist young children in dressing. [HP]	As children develop and become more skilled in dressing themselves, they require different kinds of assistance from those caring for them.
Identify what characteristics make clothing satisfying to a child. [C]	Certain characteristics of clothing tend to give child satisfaction and contribute to development. - easy to put on and take off - comfortable - suitable to development stage

6.0 Describe procedures for preventing and treating common home accidents that might happen to children.

OBJECTIVES	CONTENT GENERALIZATIONS
6.1 Locate potential health hazards in house and play areas and suggest ways to correct them. [HP]	Children's health and safety are protected when those who care for them guard them from dangerous situations, teach them what is dangerous and know what to do in a emergency. Many accidents can be prevented through proper storage of cosmetics, medicines, cleaning supplies and insecticides.
Describe ways to prevent falls, burns, choking, cuts and water accidents. [HP]	Proper supervision and scrutinizing of the child's play environment for hazards can help prevent accidents.
6.2 Describe action to take if a child has swallowed a poisonous substance. [HP]	When a child has taken a poisonous substance, quick and appropriate action may diminish the effect of the poison. - if possible, quickly find what the child has taken. - call poison control center, doctor or hospital emergency room - follow action recommended
Identify symptoms that can occur from a fall and describe action to take. [HP]	Knowing when the consequences of a fall are serious can help in treating the child. - if hard lump appears on head and child acts groggy, keep child awake and call for professional help. - if wind knocked out, sit child up and carefully pull arms above head.
Describe action to take if a child is cut. [HP]	If a child is cut, immediate action to stop bleeding may make the consequences less serious. - minor cuts - clean wound, apply bandaid - severe - notify parents/doctor. Apply pressure with hand over sterile bandage.

OBJECTIVES	CONTENT GENERALIZATIONS
6.2 Demonstrate emergency treatment for burns. [HP]	When children are burned, quick treatment decreases pain and damage. - minor burns - shut out air and relieve pain by applying ice or cold water. - major burns - cover area losely, keep child lying down, call doctor or emergency number.
Describe procedures to take if a child is choking or smothering. [HP]	If choking occurs, place child across knees, with head and face down, hit sharply between blades to dislodge the object. If interruption of breathing is due to smothering, call for help and use mouth to mouth resuscitation.

7.0 Identify characteristics of exceptional children and describe how caregivers can help them develop to their potential.

OBJECTIVES	CONTENT GENERALIZATIONS
7.1 Interpret what is meant by "exceptional child". [HP]	An exceptional child is one who either looks or behaves differently from the accepted. An exceptional child is one who has physical, mental or emotional characteristics different from the accepted norm for his/her age group.
Describe observable characteristics of three types of exceptionality. [HP]	Children considered exceptional may be diagnosed as: - gifted - mentally retarded - learning disabled - hearing impaired - visually impaired - speech impaired - physically disabled - chronically ill - emotional disturbed - socially maladjusted
Plan an activity a baby sitter could do to help an exceptional child develop toward his/her potential. [HP]	When a caregiver is aware of ways to give support to an exceptional child, he/she can help the child develop more fully.
Locate public and private agencies which provide assistance to exceptional children and their families. [HP,C]	Both private and public community resources are available when individuals and families face stress situations.

8.0 Relate how understanding children can help in interpreting adult behavior and the behavior of others.

OBJECTIVES	CONTENT GENERALIZATIONS
State examples of growth in own physical, intellectual, emotional and social development. [HP, CA]	Patterns of development which begin in early childhood tend to carry over into later stages of physical, intellectual, social and emotional development.
Describe behavior that is considered mature and immature at childhood, adolesence and at adulthood. [HP, CA]	At each stage of development, there are behaviors which are considered mature and immature.
Cite examples of a child's behavior that can be related to incidents of adolescent or adult behavior. [HP, CA]	In children's interactions one may see examples of reasons for and methods of behaving that help in understanding the motive and behaviors of people.

9.0 Identify types of child are related jobs and ways to locate and maintain them.

OBJECTIVES	CONTENT GENERALIZATIONS
9.1 List types of jobs/careers available in child care occupational cluster. [CE]	When one can relate his own abilities and attitudes to working with children with knowledge of job opportunities in the child development field, he/she has some basis for making occupational choices. The child care occupational cluster contains occupations directly and indirectly related to children.
Categorize job/careers according to education and training required. [CE]	Training and education required for various occupations within child development field vary with the level and complexity of the occupation. Entry level jobs can be found that require minimal training.
Identify personal characteristics needed by persons who work in specified child care occupations. [HP, CE]	Most job descriptions related to child development specify characteristics needed as: - respect children - flexibility, sympathetic - inspire confidence - make mature and realible judgments - enthusiasm, patience, willingness to work - sense of humor - initiative, ability to organize work - good health
Describe the rewards that might be associated with particular child care occupations. [HP, CE]	Work in the helping professions can provide one with feelings of self-worth and of doing something worthwhile for society.
9.2 Locate local educational programs that prepare persons for child care occupations. [CE]	In the local area, educational opportunities exist at the secondary, community college and university level for preparation in jobs or professions related to child development.
Identify opportunities for volunteer work related to children. [CE]	Volunteer work can help one test out his/her interest in a particular career line.

OBJECTIVES	CONTENT GENERALIZATIONS
9.3 Identify local sources of information on child care jobs. [CE, C]	Information on baby sitting/child caregiver jobs include referrals, classified advertisements, child care centers and school career centers.
Write a letter of application. [CE]	An appropriate letter of application may be helpful in securing employment.
Describe how to prepare for a job interview. [CE]	When a job seeker knows appropriate interview techniques, they are more apt to make a positive impression.
Identify three attitudes which contribute to job success; three which could lead to job failure. [CE]	Poor interpersonal relationships are frequently the cause for job dismissal.